**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 3 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 2** | | |
| **Essential Question(s): How does place value understanding help me add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Large Number Cards** | | **Student:**  **Marshmallows**  **Glue**  **Paper** | | | **Property**  **Identity Property**  **Associative Property**  **Commutative Property** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2**  **Resource: Properties of addition posters** [**http://www.teacherspayteachers.com/Product/Properties-of-Addition-Poster**](http://www.teacherspayteachers.com/Product/Properties-of-Addition-Poster) | | | | | |
| **I Can Statement(s): I can use place value to add and subtract within 1000.** | | | | | |
| **Activating Strategy/Hook:** **I need to add 7+(3+9) but I don’t know how to figure it out? How can I answer the question?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **Teacher records answers on board. Teacher leads discussion of strategies to solve problems and invites students to share solutions. Teacher introduces that a property is a rule that makes always works. Teacher tells students that they will be modeling properties with their bodies. Teacher gives number cards to students and has students act out each property and asks students “What did you just see?” “Can you explain what just happened?” Teacher explicitly teaches each vocabulary word and what the properties mean.** | | | | | |
| **Independent Practice: Students create vocabulary cards for each property using the word, a definition, and marshmallows to show the property.** | | | | | |
| **Closing/Summarizing Strategy: What did you learn about properties? Write 2 sentences.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **True/False Number Sentences** | | | **Work with a Partner** | | | **Preteach vocabulary**  **Answer orally instead of writing answer** |
| **Assessment(s):**  **Worksheet**  **Foldable:** [**http://www.teacherspayteachers.com/Product/Properties-Foldables**](http://www.teacherspayteachers.com/Product/Properties-Foldables) | | | | | | |